

HAGOOD ELEMENTARY

435 Sparks Lane
Pickens, South Carolina 29671

GRADES K-5 Elementary School

ENROLLMENT 380 Students

PRINCIPAL Karen D. Jackson 864-878-8710

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	64	14	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

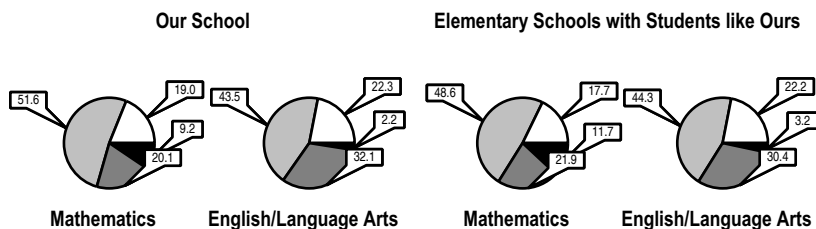
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	30	63	57
Percent satisfied with learning environment	100.0%	93.5%	90.6%
Percent satisfied with social and physical environment	100.0%	93.5%	58.5%
Percent satisfied with home-school relations	76.7%	88.9%	92.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	203	99.5	22.3	43.5	32.1	2.2	34.2	17.6
Gender								
Male	112	99.1	28.0	45.0	26.0	1.0	27.0	17.6
Female	91	100.0	15.5	41.7	39.3	3.6	42.9	17.6
Racial/Ethnic Group								
White	180	100.0	22.4	43.0	32.1	2.4	34.5	17.6
African-American	19	94.7	26.7	46.7	26.7	N/A	26.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	163	100.0	14.7	46.7	36.0	2.7	38.7	17.6
Disabled	40	97.5	55.9	29.4	14.7	N/A	14.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	203	99.5	22.3	43.5	32.1	2.2	34.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	202	99.5	22.5	42.9	32.4	2.2	34.6	17.6
Socio-Economic Status								
Subsidized meals	96	99.0	28.8	48.8	21.3	1.3	22.5	17.6
Full-pay meals	107	100.0	17.3	39.4	40.4	2.9	43.3	17.6

Mathematics								
All students	203	100.0	19.0	51.6	20.1	9.2	29.3	15.5
Gender								
Male	112	100.0	20.0	55.0	14.0	11.0	25.0	15.5
Female	91	100.0	17.9	47.6	27.4	7.1	34.5	15.5
Racial/Ethnic Group								
White	180	100.0	17.0	53.3	20.0	9.7	29.7	15.5
African-American	19	100.0	40.0	40.0	20.0	N/A	20.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	163	100.0	14.0	51.3	23.3	11.3	34.7	15.5
Disabled	40	100.0	41.2	52.9	5.9	N/A	5.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	203	100.0	19.0	51.6	20.1	9.2	29.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	202	100.0	18.7	51.6	20.3	9.3	29.7	15.5
Socio-Economic Status								
Subsidized meals	96	100.0	27.5	55.0	16.3	1.3	17.5	15.5
Full-pay meals	107	100.0	12.5	49.0	23.1	15.4	38.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	67	N/A	9.2	41.5	44.6	4.6	49.2
	Grade 4	69	N/A	23.2	49.3	26.1	1.4	27.5
	Grade 5	72	N/A	25.4	49.3	25.4	N/A	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	98.4	14.8	33.3	48.1	3.7	51.9
	Grade 4	71	100.0	22.1	48.5	26.5	2.9	29.4
	Grade 5	68	100.0	29.0	46.8	24.2	N/A	24.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	67	N/A	29.2	47.7	15.4	7.7	23.1
	Grade 4	69	N/A	40.6	31.9	18.8	8.7	27.5
	Grade 5	72	N/A	30.6	56.9	8.3	4.2	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	100.0	14.8	50.0	24.1	11.1	35.2
	Grade 4	71	100.0	14.7	47.1	27.9	10.3	38.2
	Grade 5	68	100.0	27.4	58.1	8.1	6.5	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 380)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.8%	Down from 5.1%	2.8%	2.4%
Attendance rate	95.3%	Down from 96.0%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.6%	Up from 10.3%	16.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.0%	Down from 14.3%	8.6%	8.0%
Older than usual for grade	N/A	N/A	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	55.2%	Up from 51.6%	49.1%	50.0%
Continuing contract teachers	100.0%	Up from 96.8%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.8%	Down from 92.0%	88.1%	86.2%
Teacher attendance rate	95.9%	Down from 97.1%	95.4%	95.3%
Average teacher salary	\$44,181	Up 4.3%	\$40,069	\$39,909
Prof. development days/teacher	11.3 days	Up from 8.8 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	17.0 to 1	Up from 16.9 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 92.1%	90.2%	89.7%
Dollars spent per pupil*	\$6,920	Down 1.4%	\$5,732	\$5,892
Percent spent on teacher salaries*	65.4%	Up from 62.9%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ben Hagood Elementary School is a K4-5th Title 1 school serving a diverse population of 416 students. We provide a comprehensive, creative curriculum in a safe and nurturing environment. Our motto, "Where the Learning Never Ends," reflects our vision of excellence in building a foundation for lifelong learning and productive citizenship for all students. Ben Hagood Elementary School offers many special programs including music, art, physical education, day care, Homework Center, English for Speakers of Other Languages, Quest, Brain Boosters, Reading Recovery, speech therapy, computer lab, guidance services, on-site health services, self-contained OH, ED, LD and resource classes, a tutorial program and educational field trips.

Accomplishments for the 2002-03 school year are:

Three National Board Certified teachers

One Master and three Model Reading Renaissance classrooms

Continued accreditation by Southern Association of Colleges and Schools

Awarding of several grants totaling \$10,000.00

Students earning awards (Regional Science Fair, Tri-County Track Team, Michelin Inventors Fair, District Lakes and Mountains for the Arts Program, Art exhibitions in many area shows, State and District Choral Festival Participants)

Integration of Service Learning into classrooms

Approximately \$11,000 raised by school and community members through our 2nd annual golf tournament and 1st spring carnival to be used for school improvements

Enhanced multi-cultural studies through the arts program with the acquisition of instruments

All certified personnel maintain a web page for information and community/parent involvement

An estimated 75% of our families participated in two school wide Family Nights.

School day family "read-ins" implemented by teachers across grade levels

100% participation by students, faculty and staff in the Governor's Reading Honor Roll Program

Through total implementation of flexible scheduling, our media center has become the hub of the school

Our principal and one first grade teacher received Golden Apple Awards from WYFF News and Bi-Lo Incorporated

Principal implemented classroom attendance incentives

Students qualifying for academic assistance plans were offered after school remediation programs in math and English language arts

Continued to offer rising first-graders the First Steps Jump Start Program

67% of our teachers hold Master's level or higher degrees

Plans are underway for an exciting and challenging 2003-2004 school year.

Karen D. Jackson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.